

CTE Standards Unpacking
Introduction to Hospitality, Tourism & Recreation

Course: Introduction to Hospitality, Tourism & Recreation

Course Description: Introduction to Hospitality, Tourism and Recreation focuses on pathways and careers in the Hospitality and Tourism cluster. Students identify and compare their personal attributes with careers in this cluster. Students explore the professional behaviors, skills and abilities necessary for hospitality, tourism and recreation.

Career Cluster: Hospitality and Tourism

Prerequisites: N/A

Program of Study Application: Introduction to Hospitality, Tourism and Recreation is a cluster course in the Hospitality and Tourism career cluster. A student would participate in a foundation course prior to participation in this course. Introduction to Hospitality and Tourism prepares a student to participate in pathway courses in any of the Hospitality and Tourism pathways: restaurant and food services; lodging; recreation, travel and tourism.

INDICATOR #IHT 1: Students will identify career pathways within the hospitality, tourism and recreation industry.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Describe workplace skills necessary to be successful in the hospitality and tourism industry		
Knowledge (Factual): -Four career pathways within HTR(Hospitality, Tourism, and Recreation) cluster -Prerequisite personal attributes for jobs in the field include organized, detail oriented, interpersonal communication skills, time management, problem-solver, negotiator, critical thinking, adaptable, attendance, punctuality, professional dress and behavior, positive	Understand (Conceptual): -HTR careers fall under 4 pathways. -Different pathways require some common skills but may require additional skills.	Do (Application): -Match jobs to pathways -Recall workplace skills by creating a poster of the top 10 skills.

attitude, collaboration, honesty, respect, responsibility.		
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Create a list of two or more jobs within each pathway. 		
<i>Academic Connections</i>		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA -LITERACY.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Mathematics -HSS.IC.B.6 - Evaluate reports based on data.	Sample Performance Task Aligned to the Academic Standard(s): ELA -Using SDMyLife, research and write a short career report citing details and evidence found on SDMyLife. Mathematics -Students will view data related to job growth within a chosen career pathway and evaluate the need for workers in the chosen career.	

INDICATOR #IHT 2: Students will examine safety, security and environmental issues related to the hospitality, tourism and recreation industry.		
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify industry standards which comply with safety policies and procedures		
Knowledge (Factual): -OSHA regulations -Americans with Disabilities Act (ADA) -State health codes -Labor laws -Green movement	Understand (Conceptual): -Laws impact the HTR industry. -Decisions made by the HTR impact the environment, which impact the industry.	Do (Application): -Conduct a safety assessment of workplace or community facility - OSHA laws, State Health codes -Read and summarize an article on environmental issues within the HRT industry.

-Farm to table -Sustainability -Recycling		-Identify industry standards in the hospitality, tourism, and recreation industry.
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Benchmarks:

Students will be assessed on their ability to:

- Review case studies for safety, security and environmental issues.
- Summarize industry standards in the hospitality, tourism, and recreation industry.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>ELA -LITERACY.RST.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>Science -HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>ELA -Students will read industry standards and summarize the text to show compliance with safety policies and procedures.</p> <p>Science -Students will create a report emphasizing potential changes a business within the hospitality and tourism industry could make to reduce its carbon footprint.</p>

INDICATOR #IHT 3: Students will summarize concepts of customer service.

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Evaluate the impact customer relations has on success in the hospitality, tourism and recreation industry

SUB-INDICATOR 3.2 (Level: 2 Skill/Concept): Distinguish customer service processes to meet customer expectations

Knowledge (Factual): -Expectations of customer service- patience, smile, attentiveness, clear	Understand (Conceptual): -Customer satisfaction is dependent on customer service.	Do (Application): -Identify positive and negative customer service interactions from a video clip
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<p>communication, attention to detail, knowledge of product etc</p> <p>-Processes of customer service-collaboration, consistency, recognizing customer needs, follow-up on positive and negative feedback, consider customer service in all aspects of your business.</p>	<p>-Building relationships with customers' impacts customer satisfaction.</p>	<p>-Role playing of customer service processes</p> <p>-Read and summarize news article/reviews of HTR businesses</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Collect and display positive and negative examples of customer service. • Summarize the role of customer service on customer satisfaction. </p>		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA -LITERACY.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics -HSF.LE.A.1 - Distinguish between situations that can be modeled with linear functions and with exponential functions.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>ELA -Role-play positive and negative customer service interactions and discuss the impact the experiences would have on a consumer's likelihood to return to a business.</p> <p>Mathematics -Model the impact of a bad customer experience /review through an activity where one bad review leads to more bad reviews in an exponential process.</p>	

INDICATOR #IHT 4: Students will discuss ethical and legal responsibilities of hospitality and tourism businesses.

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Discuss issues related to confidentiality and ethics in the hospitality, tourism and recreation industry

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Describe legal rights and responsibilities of hospitality, tourism and recreation employees and guests

Knowledge (Factual): -Labor laws -Employee handbooks -Confidentiality -Ethics	Understand (Conceptual): -Businesses, employees and guests are bound by laws and ethics. -Confidentiality is an important aspect of HTR businesses.	Do (Application): -List legal rights and responsibilities of employees/employer s/guests -Review employee handbooks of HTR industry -Summarize the main points of guest presentation on ethics and confidentiality in a business
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Benchmarks:

Students will be assessed on their ability to:

- Summarize the rights, roles and responsibilities of businesses, employees and clients.
- Compare and contrast ethical and unethical practices in the lodging industry.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA - LITERACY.SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	Sample Performance Task Aligned to the Academic Standard(s): ELA -Create a visual or textual display explaining the legal and ethical issues facing a specific part of the hospitality and tourism industry.
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INDICATOR #IHT 5: Students will demonstrate skills and practices required for careers in hospitality, tourism and recreation industry.

SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Apply practices and skills involved in lodging occupations; e.g. safety, security, ethics, and customer service

SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Apply practices and skills for recreation, travel and tourism services; e.g. safety; security; ethics, and customer service

SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Apply practices and skills involved in the restaurant and food service industry, e.g. safety, security, ethics, and customer service

<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -OSHA regulations -Americans with Disabilities Act (ADA) -State health codes -Labor laws -Customer service expectations -Security and safety may include lighting, key control, in-house security, and security monitoring. -Ethics (honesty, integrity, trustworthiness, loyalty, fairness, concern and respect for others, commitment to excellence, leadership, reputation and morale, and accountability) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -There are expected skills and practices within the HTR industry. -Negative outcomes result from inappropriate practices and lack of skills in the HTR industry. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Match the standard practices and skills to appropriate occupation within the hospitality, tourism and recreation industry -Review news stories and apply appropriate practices to alter the outcome in each of the settings.
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Benchmarks:
Students will be assessed on their ability to:

- Categorize appropriate and inappropriate practices and skills in the HTR industry.

<i>Academic Connections</i>	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
ELA - LITERACY.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	ELA -Students will role play scenarios related to lodging, tourism, and restaurant industries and demonstrate speech style appropriate to the given scenario.

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- SDMyLife <http://sdmylife.com/>
- Occupational Safety and Health Administration Laws and Regulations <https://www.osha.gov/law-regs.html>
- American with Disabilities Act <https://www.ada.gov/>
- U.S. Department of Labor <https://www.dol.gov/>
- South Dakota Department of Labor <http://dlr.sd.gov/>
- FCCLA – Illustrated Talk STAR Event, Career Investigation STAR Event
- SDSU Hospitality Management degree <https://www.sdstate.edu/consumer-sciences/hospitality-management>
- SDSU Events and Facilities minor <https://www.sdstate.edu/consumer-sciences/events-and-facilities-administration-minor>
- *Hospitality Services, 4th Edition*, Reynolds and Chase, Goodheart-Wilcox, 2018